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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this standard English curriculum guide contains the goals, concepts, and terminal objectives for grade 12 English courses. Following an introduction, a description of the framework categories, curriculum guide categories, and English "strands" (divisions of skill areas), and a note on guide usage, the guide is divided into the following strands: (1) comprehension; (2) word identification; (3) reference and study; (4) literature; (5) handwriting; (6) grammar/mechanics; (7) spelling; (8) composition; (9) thinking and organization; (10) listening and viewing; and (11) oral communication. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements (including academic competencies), and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. A form for suggested additions of revisions of the curriculum framework is also included. (MM)

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ED296361

LANGUAGE ARTS CURRICULUM GUIDE

ENGLISH IV

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PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The language arts curriculum guide is designed to provide a scope and sequence for the teaching of language arts. Its use will enable students to understand and use effective oral and written communication; to think logically, critically and creatively; and to apply these skills in other content areas and in everyday life. Implementation of the language arts curriculum guide requires initial inservice training, on-going staff development, and continuous program monitoring.

The 9-12 language arts curriculum is divided into areas and strands. The curriculum guide includes the goals, concepts, and terminal objectives of the state approved framework. Terminal objectives can be identified by five or six characters. The first number is the grade level, the first letter is the discipline, the next number is the area, the next letter is the strand, and the final number is the terminal objective number.

Example - the terminal objective number 10E1A2 is translated as follows:

10 = Grade - 10 (Speech and Journalism will use "S" - Secondary)
E = Discipline - English
1 = Area - Reading
A = Strand - Comprehension
2 = Terminal Objective - 2

Each page of the guide contains suggested instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. The curriculum cross-reference indicates where this objective appears in the curriculum guide of another discipline and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level. The resource column content is contingent upon the textbooks, library materials, and other resources available to the teacher.

DESCRIPTION OF CURRICULUM FRAMEWORK CATEGORIES

Curriculum frameworks are developed by committees of Tennessee educators and approved by the State Board of Education. Frameworks identify the minimum curricular requirements of each grade level in each subject area. The top of each guide page is composed of information from that subject's curriculum framework.

Curriculum frameworks contain clear statements of the goals of the educational program, specifying the ultimate learning toward which students are striving. State curriculum frameworks contain three types of goals: (1) the goals of Education in Tennessee as set forth by the State Board of Education in Rules, Regulations, and Minimum Standards, (2) the goals of the subject area which state the broad purposes of the subject, grades K-12, and (3) the goals of the grade level which identify the desired outcomes at the end of one year. The number of goals may vary from subject to subject and from grade level to grade level. They should be adequate to include the appropriate identified needs. The three levels of goals should serve as a basis for developing learning objectives.

Subject Areas and Concepts: Format decisions are made after careful consideration of the scope and sequence of the subject across the grade levels, K-12. Subject areas and concepts have been included on each grade level in some frameworks to provide consistency throughout the documents.

Strands: The objectives in a curriculum framework are organized according to strands with headings which identify the commonality of the objectives within the strand (grouping). Although there are no hard and fast rules regarding the selection of strands for any subject area, consideration is given to the feasibility of developing units of study based upon the objectives within each strand.

Terminal Objectives: Terminal objectives are statements of expectations within each strand. They relate to the topics and/or concepts identified in those subjects which use these categories. These objectives specify target learnings which should be developed over a period of time. They are stated in broad terms in order to accommodate a range of abilities, learning styles, and resources. They begin with a general statement of expected behavior, such as "to understand," in order to encompass all three domains of learning -- cognitive, psychomotor, and affective.

TERMINAL OBJECTIVES PROVIDE THE OUTLINE PARAMETERS FOR THE DEVELOPMENT OF CURRICULUM GUIDES. The writers of curriculum guides have wide latitude in determining the degree of depth to which each terminal objective will be developed at a grade level. However, each terminal objective included in the State Board approved framework must be addressed at that grade level in the curriculum guide.

DESCRIPTION OF CURRICULUM GUIDE CATEGORIES

This curriculum guide was developed by a committee of Tennessee educators. It is based on the curriculum framework for this subject.

Instructional Objectives: Instructional objectives identify the specific learnings encompassed within the framework and the general behaviors to be expected to show evidence of the learning. Instructional objectives clarify the level of difficulty of the terminal objective and break the learning into manageable, measurable bits. Classroom teachers should substitute a specific behavior which will evidence the learning for the general behavior. There is no definite number of instructional objectives required to address a terminal objective adequately; however, sufficient learning opportunities must be given students to develop a working knowledge of the terminal objective to the best of their abilities. Local school systems and/or classroom teachers are at liberty to add objectives and/or alter objectives to meet the needs of students.

Content: Some content which should be emphasized in teaching the instructional objective is identified in the curriculum guide. Additional content to be included would depend upon the textbook used and the discretion of the classroom teacher.

Skills: A state curriculum guide identifies skills (thinking skills, reference and study skills, writing skills, reading skills, listening skills, and motor skills) which may either be taught or reinforced in conjunction with the teaching of the instructional objectives. Skills which are prerequisites for mastery of an objective may also be listed here.

Activities: Curriculum guides include at least one activity for each instructional objective listed. Classroom teachers may choose to utilize the suggested activity or may substitute another activity. The activity recommended should provide a means of actively involving the students in the learning process. Some activities are suggestions for the delivery of instruction while others are suggestions for guided or independent practice.

Curriculum Cross-Reference: One of the most difficult responsibilities of the classroom teacher is that of scheduling instruction in order to cover curriculum requirements adequately. Correlating the instructional objectives in a particular curriculum guide to instructional objectives in other guides at the same grade level will reduce the amount of new learning to be introduced and will show the relationship of one subject to another. This information allows teachers to cluster objectives and to utilize an interdisciplinary approach in teaching.

Test Correlations: The symbol "@" indicates an objective or activity which relates directly either to the Stanford Achievement Test or to the Tennessee Proficiency Test.

Academic Competencies: Outcomes which appear in Academic Preparation for College and Academic Preparation in English, publications of The College Board, are listed with appropriate instructional objectives.

DESCRIPTION OF STRANDS

The term strand refers to divisions of the skill areas that the student will study.

1. ENGLISH LANGUAGE ARTS--READING

   A. COMPREHENSION: skills which enable the student to understand written and oral language.

   B. WORD IDENTIFICATION: skills which enable the student to decode the written word.

   C. REFERENCE AND STUDY SKILLS: skills which enable the student to become an independent learner.

   D. LITERATURE: skills which enable the student to appreciate literature for personal growth and enjoyment.

2. ENGLISH LANGUAGE ARTS--WRITING

   E. HANDWRITING: skills which enable the student to communicate legibly.

   F. GRAMMAR/MECHANICS: skills which enable the student to use standard English for effective communication.

   G. SPELLING: skills which enable the student to spell correctly for literate communication.

   H. COMPOSITION: skills which enable to student to organize and communicate thoughts in written form.

3. ENGLISH LANGUAGE ARTS--THINKING AND EXPRESSION

   I. THINKING AND ORGANIZATIONAL SKILLS: skills which enable the student to organize, develop, and utilize critical and creative thinking for problem solving and self-expression.

   J. LISTENING AND VIEWING: skills which enable the student to develop auditory and visual perception.

   K. ORAL COMMUNICATION SKILLS: skills which enable the student to organize and communicate thoughts orally.

USING CURRICULUM GUIDES

The curriculum guides have been designed to provide direction and guidance to classroom teachers in planning for classroom instruction. Information contained within the guides can be utilized in a variety of ways to assist teachers in planning quality lessons. However, the curriculum guides alone are not sufficient to provide adequate learning experiences tailored to meet the needs of every student.

Organizing Objectives: Local school systems and/or teachers may wish to reorganize objectives into units or clusters or may wish to reorder the sequence suggested within a grade level. Curriculum cross-references are given in state guides in order to provide information concerning the similarities and overlaps of curricular objectives. The State Board of Education requires only that the framework objectives be addressed. The strategies utilized in teaching the curriculum are left to local discretion.

Completing a Task Analysis: Curriculum guides will not identify prerequisite learnings which are critical for mastery of an objective. Teachers must analyze the task inherent in an objective and determine the lesson objectives and input necessary for mastery of the guide objective. Task analysis will enable the teacher to select and modify guide objectives to meet the needs of students. The objectives in the guides may be modified to be appropriate for all students, from gifted to remedial. The behaviors chosen by the teacher to evidence the learning will specify the level of the objective.

Selecting Teacher Strategies and Resources: The classroom teacher will develop lesson plans based upon the task analysis of the guide objectives. Teachers should use available materials and resources, including desk--but not limited to--textbooks, to plan lessons which give students maximum opportunities in utilizing all three domains of learning--cognitive, affective, and psychomotor.

Teaching the Curriculum: Curriculum guides provide teachers with suggestions for classroom learning experiences which are aimed specifically toward the objectives; however, teaching methods and classroom organizational techniques are generally left to the teacher's expertise and knowledge of the learning styles of the students. The Tennessee Instructional Model provides one means of delivery of instruction. Teachers are responsible for teaching the curriculum in such a way that learning is maximized.

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Roane County
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White County
Wilson County

Judith Morgan, Language Arts Consultant
Tennessee Department of Education

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LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 12E1A1.00 To understand reading with expression and fluency

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 interpret literature orally.	In reading aloud, students should look for punctuation signals and be aware of pronunciation, inflection, dialect, and the importance of oral interpretation in establishing the character. When choosing passages to read aloud, students should consider the following criteria: substance, universality, insight, beauty, understandability, and the technical and suggestive quality of the language. Students should also be encouraged to "cut" or eliminate portions of the passage which may be unnecessary or hindering to the oral reading.	synthesizing	A. Have students listen to a recording of a passage of poetry; then in small groups have each student either imitate the interpretation or give a different one.		
		synthesizing	B. Have each group from activity A select one member to read for the class. Have each one read the passage aloud.		
		comprehending	C. Discuss how the different oral interpretations of activity B affected the meaning of the passage.		
		applying, analyzing	D. Give students the opportunity to select any passage which appeals to them and to prepare an oral reading. Before the reading, have each student explain why the passage was chosen.		

ACADEMIC COMPETENCIES:

-to identify a writer's point of view and tone
-to interpret a writer's meaning
-to read a literary text analytically
-to vary one's use of spoken language to suit different situations

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 12E1A2.00 To understand methods of vocabulary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 use word groups to expand vocabulary.	Word groups include words with multiple meanings, synonyms, antonyms, and homonyms/ homophones (same sound, different spelling and meaning). Examples are "fair" (multiple meanings, also known as homographs or heteronyms), "falter/waver" (synonyms), " renowned/infamous" (antonyms), and "wait/weight" (homonyms).	comprehending	A. Have students study special groups of synonyms and antonyms in preparation for college entrance exams.		
		synthesizing	B. Provide students with five or more multimeaning words and have them write a story using at least two of the meanings for each word. Encourage use of the dictionary.		
		comprehending	C. From lists of scrambled words, have students classify words by affix and then write sentences containing them.		

ACADEMIC COMPETENCY:

-to develop and use general and specialized vocabularies

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 12E1A2.00 To understand methods of vocabulary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.02 investigate the makeup of the English language.	Anglo-Saxon, French, Spanish, Latin, Greek, and miscellaneous sources should be included. The dynamic, changing nature of language should be emphasized.	comprehending	A. Have students use the dictionary or other resource books to identify and compile lists of English words taken directly from other languages and to identify the origins of common English words.		
		comprehending	B. Have students locate and define words from reading selections, old books, or dictionaries which have become obsolete.		
		comprehending	C. Have students locate and define words which have changed meaning.		
		comprehending	D. Have students create a chart or timeline which shows the periods of development of the English language, noting major influences from other languages.		

ACADEMIC COMPETENCIES:

-to recognize that English is influenced by other languages, both ancient and modern
-to recognize that English continues to undergo change

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 12E1A2.00 To understand methods of vocabulary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @2.03 recognize meanings of words in context.	Context includes reading and literature, content area texts, and nonfiction and reference materials. Context clues include a stated definition or explanation; the prior knowledge of the reader reach a conclusion which identifies the word; a familiar word or phrase (synonym); an example; a known comparison or contrast which helps the reader with the unknown word; common expressions or familiar language; the unknown word in a series of familiar words; and inference from given information.	applying demonstrating knowledge comprehending	A. Provide students with words used in various contexts and have them determine meaning. B. Have students compile lists of troublesome words from different contexts. @C. Have students choose the correct dictionary entry to fit a word used in context.		

ACADEMIC COMPETENCIES:

-to define unfamiliar words by decoding, using contextual clues, or by using a dictionary
-to recognize that English words gather meaning from their context and carry connotation

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 12E1A2.00 To understand methods of vocabulary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @2.04 use the dictionary to determine word meaning.	The dictionary contains not only word meaning, but also pronunciation, origin, synonyms and other information. Use of guide words should be emphasized.	applying	A. Have students use dictionaries to determine meanings of essential vocabulary items from literary selections prior to reading.		
		applying	B. Provide students with multiple choice or matching exercises using words and synonyms. Have students use dictionaries.		
		analyzing	C. Have students write the correct form of a word to fit prewritten sentences.		
			D. See 12E1C2.01, activity A.		

ACADEMIC COMPETENCIES:

-to define unfamiliar words by decoding, using contextual clues, or by using a dictionary
-to recognize that English words gather meaning from their context and carry connotation

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 12E1A2.00 To understand methods of vocabulary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @2.05 identify synonyms and antonyms of words.	Synonyms are words with similar meanings. Antonyms are words with opposite meanings.	demonstrating knowledge	@A. Give students a word and four possible answers and have them select the correct synonym.		
		demonstrating knowledge	@B. Give students a word and four possible answers and have them select the correct antonym.		

ACADEMIC COMPETENCY:

-to develop and use general and specialized vocabularies

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 12E1A3.00 To understand written directions

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 follow written directions.	Following written directions involves the skill of literal reading (understanding information explicitly stated). Directions are given by using key words which tell how the instruction is to be followed. Teachers should require students to practice reading directions. The tendency is to read directions aloud for the students; therefore, students learn they do not have to read them. Following spoken directions is also an important skill, but it should be practiced separately.	applying demonstrating knowledge applying	A. Provide students with sample pages of standardized tests and sample answer sheets for practice in following written directions. B. Have students discuss factors which may influence understanding of directions such as page arrangement, specialized vocabulary, variations from correct English style, lack of details, and context. C. Provide students with a variety of functional materials -- package directions, assembly instructions -- which require them to follow directions.		

ACADEMIC COMPETENCY:

-to understand and follow customary instructions for academic work

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 12E1A4.00 To understand basic comprehension skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @4.01 apply comprehension skills to a variety of written materials.	Written materials should include textual, functional, and recreational selections. Students are to demonstrate both literal and inferential comprehension. Emphasize that students should determine the author's meaning based only on what is stated directly or implied. Personal attitudes or experiences should not affect literal and inferential comprehension. This skill is particularly important for success in answering questions on statndardized tests which are based on reading selections.	analyzing	A. Have students create questions based on a passage which require different levels of comprehension.		
		demonstrating knowledge	B. Have students read a story and list a specified number of facts about its content and characters.		
		comprehending	C. Give students a group of related statements. Have them divide the statements into two groups, each group being based on a common factor, and name the characteristic common to each group.		
		demonstrating knowledge	D. Have students read a sales contract and list the items for which they are responsible and for which the other party is responsible.		
		comprehending	@E. Have students answer questions requiring explicit and inferential comprehension based on a variety of reading passages.		

ACADEMIC COMPETENCIES:

-to read critically
-to identify and comprehend the main and subordinate ideas in a written work
-to interpret a writer's meaning

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 12E1A4.00 To understand basic comprehension skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @4.02 identify relationships in literary passages.	Key words contained in a written passage indicate the relationship of the ideas presented. Cause/ effect is indicated by words such as "because", "therefore", or "for this reason." Time sequence is indicated by words like "then", "as soon as", and "later."	comprehending	A. After reading aloud a passage to students from literature being studied, have the students write sentences about the passage containing such words as "because" or "for this reason."		
		comprehending	B. Have students list the words or phrases in a passage which indicate time order. Also have them look for words which indicate that events are happening at the same time.		
		analyzing	C. After students have read several passages, have them make a chart showing cause/effect based on the events of the selections.		
		analyzing	D. Have students create a time line of events in a passage.		

ACADEMIC COMPETENCY:

-to read a literary text analytically

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Word Identification

TERMINAL OBJECTIVE: 12E1B1.00 To understand word identification skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 analyze words to determine meaning.	Word parts and the origin of base words are useful in deriving Greek word meaning and Latin nouns which have special plural forms, such as "matrix/matrices or "phenomenon/phenomena," Latin and Greek prefixes and roots, such as "be-," "pseudo-,""tele-," and "fort," and words and phrases taken from other languages, such as "Melee," should be included. The emphasis is on expanding and refining vocabulary knowledge from earlier grade levels. A building or system level master list for each grade level is recommended.	analyzing comprehending analyzing	A. As students read a selection, have them list words they encounter which have Greek/Latin roots or prefixes. Have them determine the meanings of words they do not know. B. In the study of medieval English literature, a discussion of the development of modern English is appropriate. Illustrate the development of a number of words through different stages. C. Provide students with a list of words to analyze based on known base words. D. Have students identify and define words of foreign origin which have come into English.		

ACADEMIC COMPETENCIES:

-to define unfamiliar words by decoding, using contextual clues, or by using a dictionary
-to recognize that English words gather meaning from their context and carry connotation

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LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 12E1C1.00 To understand the location of reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 locate information from various sources.	Sources of information include dictionaries, encyclopedias, almanacs, yearbooks, biographical reference works, books about authors, literary reference works, pamphlets, handbooks, catalogs, atlases and magazines. Special emphasis should be given to the vertical file, which contains pamphlets, handbooks, catalogs, etc., and to the READER'S GUIDE TO PERIODICAL LITERATURE, the encyclopedia, and the thesaurus. If possible, students should also learn of the existence and use of microfiche.	applying applying applying	@A. Provide students with a topic and have them locate information from five sources, including the READER'S GUIDE TO PERIODICAL LITERATUREand the card catalog. B. Have students choose a topic of interest and locate information from five sources. C. Have students find information from three sources which would help them with a practical, everyday problem.		

ACADEMIC COMPETENCIES:

-to use the features of books and other reference materials
-to locate and use resources external to the classroom

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 12E1C2.00 To understand how to use different sources of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 obtain information from a variety of sources.	Sources of information include both reference works and functional materials. The application of study strategies such as outlining, summarizing, and note taking should be emphasized. A review of dictionary skills is appropriate in preparation for standardized tests taken at this level. Emphasize the avoidance of plagiarism when using sources. See Instructional Objective 12E2H7.02.	applying	A. Give students a list of abbreviations commonly used in dictionaries along with sample dictionary pages. Have students locate and underline the abbreviations, then find the key to the abbreviations and identify each.		
		applying	B. Have students apply study strategies to information located in 12E1C1.01 and obtain information for a research project.		
		applying	@C. Have students find out as much as they can about what is required in different jobs by using classified ads.		
		analyzing	@D. Have students interpret diacritical marks in dictionary entries.		

ACADEMIC COMPETENCIES:

-to gather information from primary and secondary sources
-to recognize that writing is a process involving...collecting information and formulating ideas

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COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 12E1C2.00 To understand how to use different sources of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.02 apply study strategies.	Study strategies include outlining information; putting terms, rules, or facts on one side of a three by five card and writing definitions or study questions on the other side; diagraming, mapping, charting, or graphing information to show relationships; using a question map or question outline; summarizing and/or paraphrasing; and taking and organizing notes. Remind students that organizing information in preparation for a test or exam should inlcude the determining of which material is already known and which material should be studied further.	analyzing, evaluating. applying, evaluating	A. Assign several students the same material to study, but have each one apply a different study strategy. Have the students in small groups compare and discuss the results. B. Have students apply different study strategies in several different situations and evaluate during class discussion which study strategies seem to work best in certain situations and why. For example, a time line may be appropriate for studying a particular history assignment, while summarizing and paraphrasing main ideas may be more valuable in studying for a particular literature test.		

ACADEMIC COMPETENCIES:

-to prepare for various types of examinations
-to set study goals and priorities
-to establish surroundings and habits conducive to learning
-to follow a schedule that accounts for both short- and long-term projects

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 12E1C2.00 To understand how to use different sources of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.03 develop test taking skills.	Students need to learn to view a test or an exam as an opportunity to communicate what they know and understand about a subject. The following checklist may be used for self-evaluation: 1) Be physically prepared. 2) Arrive on time with appropriate materials. 3) Survey the test before taking it. 4) Allow more time for questions with a high point value or for questions which are longer or less familiar. 5) Answer easy questions first. 6) Read directions carefully. 7) Be sure to answer all parts of a question. 8) Answer every question unless there is a penalty for guessing. 9) Place a star next to questions which need more thought as a reminder. 10) Keep attention focused. 11) Check over answers. This objective is a repetition from lower grades. Spend time as is appropriate.	applying analyzing synthesizing	A. Provide students with samples of the most common types of test questions for practice. These include short answer, essay, multiple choice, true/false, and problem. B. Have students write short answer test questions based on material being studied. Have them include questions which include "define," "identify," and "list/enumerate." C. Have students answer an essay question using the following techniques: 1) Read the question carefully. 2) Rephrase the question as a topic sentence. 3) Briefly outline an answer. 4) Write the essay. 5) Read over the essay and make any desired changes. Include questions which ask students to define, compare, contrast, trace, analyze, classify, categorize, predict or project. Students should practice 20 minute timed writing samples in preparation for college placement tests in Tennessee as well as for writing samples required on many job applications.	ACADEMIC COMPETENCY: -to prepare for various types of examinations	

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 12E1C3.00 To understand organization of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 organize information in a variety of ways.	Information can be organized in outline form or by illustrations such as graphs. It may be organized according to various patterns, such as chronological, order of importance, order of familiarity, or spatial.	analyzing	A. Have students take notes at different times from information organized according to different patterns. The organization of the notes will reflect the different patterns.		
		analyzing	B. Have students do formal outlines of material read.		
		synthesizing	C. Have students organize information collected for a research project into a working outline.		

ACADEMIC COMPETENCY:

-to organize, select, and relate ideas

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LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understand and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 12E1C4.00 To understand adjustment of reading according to purpose

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 adjust reading rate.	Reading rate varies according to the purpose for reading and the level of difficulty. Reading rate must also be adjusted according to difficulty and genre. Poetry, for example, is not designed to be read quickly.	analyzing	A. Have students read a column from the sports page of a newspaper and a financial report. Then have students discuss the difference in reading rates and reasons for the difference.		
		analyzing	B. Have students read a fairly difficult passage. After reading, have students discuss what was difficult for them and how they coped with the problems (e.g., read one sentence several times).		

ACADEMIC COMPETENCY:

-to vary one's reading speed and method

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 12E1D1.00 To understand the elements of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 identify the author's philosophy.	The philosophy of the author is the belief system on which the author bases his/her writings. The philosophy is often, but not always, revealed through direct statements and implied ideas in an author's work. For example, whereas Wordsworth is likely to reveal directly or imply his philosophy, an author like Poe is less likely to reveal his/her philosophy.	comprehending analyzing, evaluating	A. Have students examine the works of an author such as Wordsworth and determine his philosophy. Have them list lines or passages which indicate this philosophy. B. Have students in small groups discuss a writer such as Browning in terms of whether the philosophy of his writing reflects the writer himself or the times in which he lived.		

ACADEMIC COMPETENCIES:

-to interpret a writer's meaning
-to read critically
-to read a literary text analytically
-to show interest in and a sense of inquiry about written works

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 12E1D1.00 To understand the elements of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.02 recognize universal themes.	Universal themes are those which apply to all men in all times. The theme is the underlying idea of a literary work which may be directly stated but most often is implied.	analyzing	A. After reading an appropriate work, have students debate whether the main character brought about his own downfall or was a victim of outside influences. Lead the students to recognize the theme of man's responsibility for his own actions. One suitable work would be Macbeth.		
		analyzing	B. Apply activity A to the characters of Thomas Hardy or another writer, then have students apply the theme to events in their own lives or in current world affairs.		
		evaluating	C. Present an abstract concept such as courage, ambition, selfishness, etc., which relates to a selection. Have students select statements implied or expressed by the author which relate to the abstract concepts. Have students in small groups decide if what is said has merit and why. Is the theme relevant to life today? What makes the work worthy of reading?		

ACADEMIC COMPETENCIES:

-to interpret a writer's meaning
-to read critically
-to read a literary text analytically
-to show interest in and a sense of inquiry about written works

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LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 12E1D1.00 To understand the elements of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.03 analyze elements of literature.	Elements to be included at this level are plot, setting, character, conflict, point of view, theme, tone, and mood. The devices of irony, satire, imagery, and symbolism are also to be reviewed and reinforced.	comprehending	A. Have students identify elements of literature in a major work studied. Works by Hardy and Dickens will be useful for setting and characterization. Works by Shakespeare are useful for plot, tone, and mood. Chaucer is useful for characterization. T. S. Eliot is useful for philosophy.		
		analyzing	B. Have students write book reports in which they identify the elements of literature of the novel read.		
		analyzing	C. Have students compare elements of fiction as found in visual productions with those in literary works.		
ACADEMIC COMPETENCIES: -to read a literary text analytically -to respond actively and imaginatively to literature		applying	D. After identifying conflict in a literary work, have students identify conflict in a personal experience or one of a friend or a relative.		
		analyzing	E. Have students find music or a painting which expresses the same mood as some poem which has been studied.		
		synthesizing	F. Have students write "news stories" reflecting events in a work as an exercise in analyzing plot.		

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 12E1D2.00 To understand the figures of speech and sound devices in prose and poetry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 analyze sound devices in prose and poetry.	Sound devices include alliteration, onomatopoeia, rhyme, rhythm, and repetition. They are used to emphasize words or ideas and create moods.	analyzing	A. Have students identify lines of poetry containing sound devices and label the device and its purpose.		
		analyzing	B. Have students identify sound devices and their effect in prose passages.		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to respond actively and imaginatively to literature

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LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 12E1D2.00 To understand the figures of speech and sound devices in prose and poetry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.02 distinguish effective figures of speech.	Figures of speech (simile, metaphor, personification, etc.) may become trite by overuse. Good writing contains fresh and vivid figures of speech. For example, "She's as pretty as a picture" is a trite figure of speech which should be avoided in descriptive writing. Review of figures of speech learned at earlier levels (simile, metaphor, hyperbole, personification, epithet) will be necessary when addressing this objective.	demonstrating knowledge applying comprehending	A. During the process of reading various selections, students need to be alert for particularly vivid figures of speech. Have them keep a notebook of the phrases. B. Have students collect and record, over a period of days, examples of comparison from radio, television, magazines or newspapers. Have a committee tabulate the findings and present them to the class. Have each student make a personal evaluation of whether each is trite or fresh. C. Have students collect articles such as "Toward More Picturesque Speech" from READER'S DIGEST for class discussion or for writing ideas.		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to respond actively and imaginatively to literature
-to recognize that English has several levels of usage

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 12E1D2.00 To understand the figures of speech and sound devices in prose and poetry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.03 recognize apostrophe in poetry.	Apostrophe is directly addressing an object, abstract quality, or person who is absent or deceased.	comprehending	A. Have students read poetry by Byron, Browning, and Wordsworth to identify poems containing apostrophe.		
		applying, synthesizing	B. Have students write a poem or prose passage using apostrophe.		
2.04 recognize paradox.	Paradox is a statement that seems to be contradictory but in fact may be true.	comprehending	A. Use the witches' statement in MACBETH, "Fair is foul, foul is fair," to introduce the concept of paradox. Have students identify other examples in MACBETH or appropriate works.		
		analyzing	B. If the class reads HAMLET, discuss with students how the character of Hamlet is paradoxical. Have students write a paragraph explaining this in their own words.		
	ACADEMIC COMPETENCY: -to read a literary text analytically	analyzing	C. Have students identify paradox in "The Rime of the Ancient Mariner" by Coleridge.		

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LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 12E1D2.00 To understand the figures of speech and sound devices in prose and poetry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.05 recognize euphemisms in literature.	A euphemism is a pleasant term for what may be an unpleasant idea. For example" "He passed away" is a euphemism for "He died."	demonstrating knowledge	A. Have students research the social codes of the Victorian era.		
		comprehending	B. Have students list common euphemisms and/or identify them in works being read. Have them create new ones.		
		analyzing	C. Have students relate Victorian social mores to the concept of the euphemism.		

ACADEMIC COMPETENCY:

-to read a literary text analytically

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 12E1D3.00 To understand the purposes of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 recognize that the impact of a work may go beyond the original purpose of the author.	The universality in theme of a work often lifts it above the original purpose of entertainment, information, or persuasion to a place of enduring value and influence.	comprehending	A. Have students research Shakespeare's background and works. Then have a panel discussion or debate on the topic of Shakespeare's original intent in his writing.		
		comprehending	B. Hold a class discussion on the reasons for the impact of the Bible, Koran, Declaration of Independence, Constitution, etc. Note that the purpose of this activity is not to read these works, but to discuss why they have endured. This concept should then be applied to a work being studied.		

ACADEMIC COMPETENCIES:

-to recognize different purposes and methods of writing
-to separate one's personal opinions and assumptions from a writer's
-to read critically
-to respond actively and imaginatively to literature

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 12E1D4.00 To understand factors that influence the reader's reaction to literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 consider different levels of understanding a literary work.	Level of maturity and wealth of experience influence a person's level of understanding of a work of literature.	evaluating	A. Have students analyze the elements of a fairy tale they read as children. Ask them to decide whether they see more in the story now than before and why.		
		evaluating	B. Have students reread something they read at the eighth or ninth grade level, but approach the work at a deeper level of understanding. For example, have students reread SILAS MARNER or GREAT EXPECTATIONS.		
		demonstrating knowledge	C. Have students memorize passages of poetry that will have deeper meaning for them as time goes on.		

ACADEMIC COMPETENCIES:

-to interpret a writer's meaning
-to read criticaly
-to read a literary text analytically
-to show interest in and a sense of inquiry about written works

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 12E1D5.00 To understand literary genres

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.01 identify the historical background of the development of specific genres.	To be included are the development of the dictionary/ encyclopedia, biography, drama and novel in the context of English literature. Poetry, biography, drama, the short story, the novel, and the diactionary/encyclopedia are to be included in the context of British literature. (Relate to Terminal Objective 12E1D6.)	analyzing	A. Have students make a timeline showing the periods of the flowering of each genre in the history of English literature, along with major writers.		
		analyzing	B. Have students analyze the forces giving rise to the flourishing of Elizabethan drama (topic for research for written paper, oral discussion as part of panel, or individual oral presentation).		
		analyzing	C. Have students repeat activity B for the conditions surrounding the rise of the biography and novel.		

ACADEMIC COMPETENCY:

-to read with understanding a range of literature

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 12E1D6.00 To understand the audience's impact on literary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 6.01 identify factors which influence periods of literary creativity.	Golden ages of literature are brought about by a combination of forces which allow the creative artist the freedom to produce and which give the audience the time and inclination to appreciate that particular type of creative expression. Factors of importance include the presence or absence of peace, prosperity, and a degree of intellectual freedom. The type of literature which flourishes corresponds to the needs of the audience (literacy level, societal conditions, etc.). How historical events of a given period shape the subject, style, and preferred genres of the day - as in the Neoclassical period - is also a factor.	comprehending	A. Have students identify factors in the Elizabethan period which contributed to the literary flowering of the time.		
		analyzing	B. Have students create a chart or timeline showing the periods of literary flowering through the history of English literature and relate them to their historical setting.		
		comprehending	C. Have students identify the types of popular literature flourishing today and give the reasons.		
		analyzing	D. Have students compare and contrast the Romantic and Realistic periods of the nineteenth century in regard to historical setting and theme and tone of literary works.		

ACADEMIC COMPETENCY:

-to read with understanding a range of literature

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 12E1D7.00 To understand the importance of making inferences and drawing conclusions from a literary work

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 7.01 write an analysis.	A character analysis explores the ideas and actions of a character. The character is revealed in what the character does, says, and thinks; what other characters say and think about this character; and what the author reveals through description and commentary. Provide students with a model to study before having them write. Other types of analysis (causal, literary, critical, comparison/contrast) which have been studied at other grade levels are also appropriate. See Terminal Objectives 12E1D1 and 12E2H4.	analyzing analyzing analyzing	A. Have students describe the ideals and beliefs of a main character and how they influenced the outcome of events. B. Have students analyze the actions, motivations, development and philosophy of a character such as Beowulf. C. Have students compare characters of a work such as Beowulf to modern stock heroes and villains.		

ACADEMIC COMPETENCIES:

-to read critically
-to read a literary text analytically
-to write as a means of discovering and clarifying ideas

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LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Reading

GOAL: 12E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 12E1D7.00 To understand the importance of making inferences and drawing conclusions from a literary work

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @7.02 compare conflicts in beliefs.	Recognizing conflicts in beliefs helps students realize that there are different approaches to resolving the problems confronting mankind. This objective involves the Stanford objectives of applying critical thinking skills to literary works, analyzing information, and making judgments.	analyzing	A. Have students compare works from different time periods to determine similarities and differences.		
		analyzing	B. Have students compare works by different authors of the Victorian era for conflicting beliefs.		
		analyzing	C. Have students analyze the conflicts and resolutions in works in light of these questions. Is the solution inappropriate or inadequate? If so, what would be an alternative? What does the conflict indicate about conflicts and resolutions in real life? Does the author address a problem common to all people? How might people with different belief systems react to the same conflict? Are there some conflicts which cannot be resolved?		

ACADEMIC COMPETENCIES:

-to read critically
-to separate one's personal beliefs and assumptions from a writer's
-to identify and formulate problems and to propose and evaluate ways to solve them

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Handwriting

TERMINAL OBJECTIVE: 12E2E1.00 To understand the standards of legibility

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 demonstrate legible handwriting.	Handwriting is a learned skill which can be improved.	comprehending	A. Provide students with various samples of handwriting for analysis and discussion.		
		demonstrating knowledge	B. Have students list reasons for demonstrating legible handwriting.		
		applying	C. Have students rewrite their own work when necessary to make it more legible.		

ACADEMIC COMPETENCY:

-to accept constructive criticism and to learn from it

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Handwriting

TERMINAL OBJECTIVE: 12E2F1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 demonstrate correct usage of parts of speech.	All eight parts of speech are to be included. A pretest to determine student readiness is suggested. Emphasis should be on maintaining skills. Instruction should occur as weaknesses are revealed during the writing process.	demonstrating knowledge	A. Have students label each word in a sentence by its part of speech.		
		demonstrating knowledge	B. Have students construct the longest sentence they can which makes sense, then label the parts of speech.		
		comprehending	C. Have students keep personal records of their errors in usage of parts of speech.		

ACADEMIC COMPETENCIES:

-to use the conventions of standard written English
-to recognize that English operates according to grammatical systems and patterns of usage

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 12E2F1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @1.02 form plurals of nouns.	Nouns generally form their plural forms by adding (e)s. Some nouns make an internal change to form plurals, such as "mouse/mice," whereas other nouns do not change to form their plural forms, such as "deer."	demonstrating knowledge	@A. Provide a noun and a choice of plural forms and have the students identify the correct form.		
		demonstrating knowledge	B. Provide the singular noun form; have students supply the correct plural form.		
@1.03 identify correct forms of adjectives.	Most adjectives form their comparative by adding "er" and the superlative by adding "est." Others use "more" to form comparative and "most" to form superlative. Some adjectives change form -- "good/better/best."	demonstrating knowledge	A. Give an adjective and have the students supply the correct comparative and/or superlative form.		
		applying	@B. Give a sentence containing a blank and a choice of words. Have the students choose the adjective which is in the correct form.		
	ACADEMIC COMPETENCIES: -to use the conventions of standard written English -to recognize that English operates according to grammatical systems and patterns of usage				

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 12E2F2.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @2.01 demonstrate correct sentence structure.	The elements of sentence structure include purpose (interrogative, declarative, imperative, exclamatory); form (simple, compound, complex, compound-complex); and component parts (subject, predicate, complement).	applying	A. As problems in use of sentence parts reveal themselves in writing, note such problems and provide practice to the student needing help.		
		demonstrating knowledge	B. Provide all students with review exercises for labelling types of sentences and parts of sentences.		
		demonstrating knowledge	C. Use a system of pre-tests and post-tests to identify areas of weakness which need special attention.		

ACADEMIC COMPETENCIES:

-to use the conventions of standard written English
-to recognize that English operates according to grammatical systems and patterns of usage

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 12E2F2.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @2.02 recognize the boundaries of a sentence.	A sentence fragment does not complete a thought. A run-on sentence is made when two independent clauses are incorrectly joined. A comma splice occurs when complete sentences are run together by the use of a comma when they should remain separate.	applying	A. Use students' writing to identify problems and have students work on individual needs.		
		applying	B. Provide sets of sentences containing correct sentences, fragments, and run-ons. Have students label each.		
		applying	C. Have students correct the faulty sentences in B.		

ACADEMIC COMPETENCIES:

-to use the conventions of standard written English
-to recognize that English operates according to grammatical systems and patterns of usage

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LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 12E2F3.00 To understand the elements of style

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @3.01 demonstrate correct capitalization and punctuation.	Standard rules of capitalization and punctuation found in available texts or reference material should be used. Emphasis should be placed on capitalizing the pronoun "I", family names and titles of books, and on avoiding the incorrect use of capitals for common nouns and complimentary letter closings. Students should learn to recognize errors in the using the comma, apostrophe, question mark, exclamation point, period, and quotation marks. Include the avoidance of using a comma after the last item in a series(not to be confused with the optional use of the comma before "and" in a series), the use of both initial and final quotation marks, the use of commas to set off parenthetical expressions, and the use of commas to separate a series of predicates and in dates and addresses. Standardized tests measure the ability to see and recognize correct and incorrect forms. See Terminal Objective 12E2H8.	applying demonstrating knowledge	@A. Provide students with sentences containing errors to be recognized and corrected. @B. Provide samples containing no errors to see if students can recognize correct forms. ACADEMIC COMPETENCIES: -to use the conventions of standard written English -to recognize that English operates according to grammatical systems and patterns of usage		

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 12E2F4.00 To understand standard usage

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @4.01 recognize standard usage.	Problems in standard usage involve verb forms and agreement, choice of noun form, double negatives, and agreement between pronoun and antecedent. Errors also occur in the use of homonyms (words which sound alike) or in the choice of the appropriate word, such as "lie/lay," "imply/infer," and "teach/learn."	demonstrating knowledge	@A. Provide students with exercises in which they must choose standard forms of irregular verbs, nominative and possessive noun forms, pronoun form, and adjective form.		
		comprehending	B. Have students rewrite a selection from standard to nonstandard or vice-versa. For example, have students rewrite ten lines from Shakespeare into modern slang.		
		comprehending	C. Provide students examples of slang, jargon (specialized language) and gobbledygook (overly complicated language) for analysis and discussion.		
ACADEMIC COMPETENCIES:		comprehending	D. Have students keep a record of errors of usage from their own writing.		
-to use the conventions of standard English -to recognize that English operates according to grammatical systems and patterns of usage		synthesizing	E. After discussing with students the differences between dialects of modern English as well as between Middle English and modern English, have them prepare oral presentations relating the evaluation of modern slang and changing usage of terms. (Example: "hot dog" - a frankfurter, an exhibitionist.)		

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Spelling

TERMINAL OBJECTIVE: 12E2G1.00 To understand the strategies that improve spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @1.01 know and apply rules for correct spelling.	Emphasize spelling of words with the prefixes in-, ad-, sub-, dis-, and the suffixes -ly, -ment, -th, -hood, and -able; words which have -ing, -ed, -es, -s forms; words containing often confused vowel sounds; and words containing often confused consonant sounds. Other prefixes which may appear are anti-, co-, con-, de-, ex-, extra-, fore-, hyper-, il-, im-, inter-, ir-, mal-, mid-, mis-, non-, over-, post-, pre-, semi-, sub-, super-, trans-, tri-, ultra-, and un-.	applying demonstrating knowledge applying	A. Provide students lists of words to look up in the dictionary and divide into syllables. B. Have students choose the misspelled word from groups of words. C. Have students choose the correct spelling, from multiple choices, to fit a sentence.		
1.02 spell words from selected lists.	Lists of vocabulary words, commonly misspelled words, technical terms, and foreign words and phrases should be used.	demonstrating knowledge applying	A. Give students pre-tests of word lists, then test only the words missed. B. Have students use special groups of words in sentences or compositions.		

ACADEMIC COMPETENCIES:

-to use the conventions of standard English
-to recognize that English operates according to grammatical systems and patterns of usage
-to develop and use general and specialized vocabularies

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Spelling

TERMINAL OBJECTIVE: 12E2G2.00 To understand the importance of correct spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 evaluate the importance of correct spelling.	Correct spelling helps create an impression of competence and aids in clear communication.	comprehending	A. Have students role-play misunderstandings created by incorrect spelling or a situation in which an employer reads an application containing misspelled words.		
		analyzing	B. Have students examine their own spelling problems and create goals and a plan for self-improvement.		

ACADEMIC COMPETENCIES:

-to recognize that English operates according to grammatical systems and patterns of usage
-to recognize that English has several levels of usage

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 12E2H1.00 To understand sentence patterns

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @1.01 use phrases and clauses in writing.	Phrases and clauses are used to give variety to sentences. Prepositional, participial, gerund, and infinitive phrases and adjective, adverb, and noun clauses should be used. Students should avoid misplaced and dangling modifiers and choppy, unconnected simple sentences, as well as stringy compound sentences.	analyzing	A. Have students read descriptions of unforgettable characters or important persons found in anthologies, READER'S DIGEST, etc., and analyze the sentence patterns found in the selection.		
		synthesizing	B. Have students select persons who have influenced them and explain, possibly by describing an incident or a series of events, how those persons have affected their lives. The assignment should include a compound-complex sentence in addition to sentences containing two introductory phrases and two introductory clauses. Have the students share their writing with peers to evaluate effectiveness and sentence patterns.		
	ACADEMIC COMPETENCY: -to vary one's writing style for different readers and purposes	synthesizing	C. Have students interview persons who have influenced them and use the information they have received to write a character description including two introductory phrases, two introductory clauses, and a compound-complex sentence. Proceed as in activity B.		

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 12E2H2.00 To understand writing paragraphs

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @2.01 write coherent paragraphs.	Coherent paragraphs contain topic and concluding sentences, and support sentences arranged in a logical order. The sentences may be arranged by importance, in time sequence, in spatial sequence, or by use of comparing/contrasting. The following grammatical and structural problems need special attention at this level: 1) avoidance of ambiguous reference of pronouns, 2) avoidance of nonparallel grammatical expressions joined by either coordinate or correlative conjunctions and of nonparallel comparisons, and 3) avoidance of unnecessary shifts in tense, voice, and mood of verbs and in subject, person, and number of nouns and pronouns in sentences.	analyzing synthesizing applying, analyzing	@A. Provide students with scrambled sentences to put in logical order. B. Have students write a paragraph a day in their journals about a given topic using a different type of order of development each day. These paragraphs may be used later for more elaborate writing assignments. C. Have students write paragraphs on a given topic which would require them to use some of the structures mentioned in Content. Have the students proofread their own and other students' papers to identify and avoid errors in those structures. For example, a third person narrative in the past tense would elicit some of the structures mentioned.		

ACADEMIC COMPETENCIES:

-to organize, select, and relate ideas and to outline and develop them in coherent paragraphs
-to recognize that writing is a process

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 12E2H3.00 To understand devices which unify a composition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @3.01 develop a thesis which states the main idea.	The thesis statement is a general statement which can be supported with ideas, gives the purpose of the composition, sets the tone, and limits the scope.	analyzing	A. Using brainstorming or clustering techniques, have students develop a specific topic from a broad one.		
		comprehending	B. Have students jot down several points about the topic from A and then write a thesis statement.		
		analyzing	@C. Have students identify the one sentence from four sentences that best expresses an idea.		

ACADEMIC COMPETENCIES:

-to conceive ideas about a topic for the purpose of writing
-to recognize that writing is a process

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 12E2H3.00 To understand devices which unify a composition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.02 develop an outline.	Unifying elements of a composition include the method of organizing information, the supporting details, and transitional devices. The outline, developed from the thesis statement, should indicate specific examples to be used, and the paper should develop these well enough to prove or verify an idea adequately.	analyzing	A. Have students develop an outline based on a thesis statement developed in Instructional Objective 12E2H3.01.		
		synthesizing	B. Have students select a political issue, develop an outline, and write a three part essay on it, giving special attention to the unifying devices needed.		
		synthesizing	C. Have students develop an outline for a three part paper about a famous scientific experiment.		

ACADEMIC COMPETENCIES:

-to organize, select, and relate ideas and to outline and develop them in coherent paragraphs
-to recognize that writing is a process

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 12E2H4.00 To understand the elements of form and style

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 recognize and use various forms of discourse in writing.	Forms of discourse include narrative, descriptive, expository, analytical/ evaluative, and persuasive. Persuasive writing may be any form of discourse, but its purpose is to persuade the reader.	synthesizing	A. Bring an object to class and have students write separate paragraphs of explanation, description, narration, and persuasion about the object. The activity is for one class period.		
		synthesizing	B. Have students write on the topic "A High School Senior" using different forms of discourse.		
		analyzing	C. Have students analyze various literary selections as to form of discourse.		

ACADEMIC COMPETENCY:

-to vary one's writing style for different readers and purposes

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 12E2H5.00 To understand creative expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.01 develop personal style through creative writing.	Writing should include, but not be limited to, drama, journal, satire, short story, and poetry (free or blank verse). Synthesizing information stresses creative behavior, especially the formulation of new patterns or structures, which is inherent in creative writing.	synthesizing	A. Provide students examples, particularly from their literature text, of various types of writing and have them produce their own samples.		
		applying	B. Have students freewrite on a regular basis and/or keep daily journals to develop fluency.		
		synthesizing	C. Have students produce a publication of student work drawn from the class or from the entire school, using the entire class as editors.		
		synthesizing	D. Have students produce a "Hometown Travel Guide" which includes descriptions of places of interest, interviews with local businessmen or prominent figures, persuasive advertisements, etc.		
		synthesizing	E. Divide the class into groups, and have each one describe and give instructions for use of the same object, but give each group different directions. Examples: an archaeologist who discovered the object, an ad agency which is trying to market the object, a door-to-door salesman, etc.		
	ACADEMIC COMPETENCIES: -to vary one's writing style for different readers and purposes -to write as a way of discovering and clarifying ideas				

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 12E2H6.00 To understand functional writing for personal purposes

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 6.01 demonstrate the ability to complete forms and applications.	The ability to complete forms and applications correctly is essential for a graduating student who is entering college or the working force.	demonstrating knowledge	A. Provide students with practice in completing standardized test forms.		
		demonstrating knowledge	B. Duplicate as many types of forms as possible for class practice. Include college and job applications, senior ring order forms, magazine order forms, etc.		
6.02 demonstrate the ability to write business and social letters.	Appropriate letter and envelope forms and titles of address are found in standard handbooks or adopted texts.	applying	A. Have students write letters of gratitude to people they feel have contributed to their education.		
		applying	B. Have students write thank-you notes for graduation gifts.		
		applying	C. Have students write letters requesting information about colleges or jobs.		
		applying	D. Have students write a resumé and a cover letter.		

ACADEMIC COMPETENCY:

-to write appropriately for different occasions, audiences, and purposes

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 12E2H7.00 To understand writing for research and analysis

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 7.01 develop research skills.	Research skills include use of note cards, note taking, formation of bibliography, outlining, and footnoting. A standard style sheet should be used.	applying	A. After students have selected and narrowed a topic, have them use a variety of sources and produce note cards and bibliography cards related to the topic.		
		synthesizing	B. Have students develop an outline and a bibliography from the information gathered in A.		
		comprehending	C. Have students prepare note cards based on research for class discussion.		
7.02 complete a research project.	A research project is an original composition or presentation based on student research. Emphasis should be placed on avoiding plagiarism and on the creative synthesis of information.	synthesizing	A. Have students prepare a footnoted paper based on the activities in 7.01.		
		synthesizing	B. Have students prepare research projects which stem from topics being studied in other classes.		

ACADEMIC COMPETENCIES:

-to gather information from primary and secondary sources
-to write a report using research
-to quote, paraphrase, and summarize accurately
-to cite sources properly

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LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 12E2H8.00 To understand revision and proofreading

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will @8.01 proofread for errors in mechanics, usage, and spelling.	Standard rules found in the handbook or adopted text should be observed. Proofreading is a vital part of the writing process and involves looking at writing with an objective eye to discover errors. The Stanford Achievement Test requires students to recognize errors in short paragraphs or to recognize correct usage.	demonstrating knowledge	A. Divide students into small groups for proofreading and revising during the writing process.		
		demonstrating knowledge	B. Provide students with a checklist to use and have them proofread their own and others' work.		
		demonstrating knowledge	@C. Give students paragraphs containing errors and have them locate the errors.		
		demonstrating knowledge	@D. Have students identify paragraphs which contain no errors.		

ACADEMIC COMPETENCIES:

-to improve one's own writing by restructuring, correcting errors, and rewriting
-to recognize that writing is a process involving...revising what has been written

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LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Writing

GOAL: 12E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 12E2H8.00 To understand revision and proofreading

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 8.02 revise for improvement in written expression.	At upper grade levels, sentence structure, word usage, effectiveness of expression, maturity of thought, effective beginnings, and logical conclusions should be stressed.	comprehending	A. Have students read each other's work using a checklist, and allow students to revise before final draft is submitted to the teacher.		
		comprehending	B. Project samples of writing for class practice in revision.		

ACADEMIC COMPETENCIES:

-to improve one's own writing by restructuring, correcting errors, and rewriting
-to recognize that writing is a process involving...revising what has been written

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COURSE: English IV

SUBJECT AREA: Thinking and Expression

GOAL: 12E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 12E311.00 To understand basic thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 recognize relationships.	Skill in recognizing and analyzing relationships, including the relationship of parts to the whole and to each other, can be applied in composition and analysis of literature. The recognition of analogous relationships, both visual and verbal, is integral to this process. Analogies may be antonyms, synonyms, part-to-whole, whole-to-part, degree, number, origin, plurals, or function.	analyzing	A. Have students complete a variety of visual and word analogies.		
		comprehending	B. Have students study similes and metaphors, then analyze clichés and rewrite them into more modern language. Example: "as slow as molasses" becomes "as slow as rush hour traffic."		
		analyzing	C. Have students complete geometric and word puzzles.		
		analyzing	D. Have students create "Tom Swifties" such as "I spilled the glue," Tom said stiffly.		
		analyzing	E. Have students identify relationships in written analogies (i.e., antonym, number, function, etc.).		

ACADEMIC COMPETENCY:

-to recognize and use inductive and deductive reasoning

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Thinking and Expression

GOAL: 12E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 12E311.00 To understand basic thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.02 distinguish denotations and connotations of words.	The denotation of a word is the basic meaning, while the connotation is the emotional overtone it carries. In order to use words effectively, a writer must know the precise meaning of a word.	analyzing	A. Have students put words of similar denotation into progressing order of connotation, as in mischievous/ malicious/evil.		
		applying	B. Have students find precise synonyms and antonyms for words.		

ACADEMIC COMPETENCY:

-to recognize that English words gather meaning from their context and carry connotation

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Thinking and Expression

GOAL: 12E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 12E3I1.00 To understand basic thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.03 use inductive and deductive reasoning.	Inductive reasoning arrives at conclusions based on specific facts. Deductive reasoning begins with a generalization and derives a specific fact. An example of inductive reasoning is deciding it will rain shortly because the sky is dark, it is thundering, and a stiff breeze is blowing. Deductive reasoning includes a first premise (All seniors must take English IV.), a second promise (Mary is a senior.) and a conclusion (Therefore Mary must take English IV). This three-step process is call a SYLLOGISM.	demonstrating knowledge	A. Have students bring examples of inductive and deductive reasoning from other classes such as math or science.		
		comprehending	B. Have students study selections from Sherlock Holmes (or other mysteries) and discuss methods of reasoning used.		
		synthesizing	C. Hold a class debate and have students use both methods of reasoning in preparing arguments.		
		synthesizing	D. Have students consider the topic of "My Plans for Next Year" using both methods of reasoning to explain or make decisions.		
		evaluating	E. Have students examine several examples of deductive reasoning which have false or invalid conclusions to determine if the conclusion is false because one of the premises is false or because the premises are true but the conclusion is not logical.		

ACADEMIC COMPETENCIES:

-to recognize and use inductive and deductive reasoning
-to identify and formulate problems and to propose and evaluate ways to solve them

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LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Thinking and Expression

GOAL: 12E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 12E3I2.00 To understand synthesis of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 assess facts and details.	Being able to recognize facts, details, and ideas which are relevant to a topic helps students make decisions not only in composition, but in life.	evaluating	A. Have students put themselves in the place of Beowulf or another character, and decide how they would react under the same circumstances.		
		analyzing	B. Have students solve logic problems such as old riddles.		
		evaluating	C. Based on information given in "Help Wanted" ads, have students decide whether they would apply for the job and explain their reasons.		
	ACADEMIC COMPETENCIES: -to draw reasonable conclusions -to distinguish between fact and opinion				

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Thinking and Expression

GOAL: 12E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 12E3I3.00 To understand methods of inquiry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 ask questions to obtain information and make judgments.	Methods of inquiry include the "who? what? when? where? why? and how?" process or the "action/actors/scene/ method/reason" process. The student formulates questions at all levels of thinking: knowledge, comprehension, application, analysis, synthesis, and evaluation. Examples: Who is the main character? What is he like? Does he act in a predictable way? What methods does the writer use to create his/her mood? What would be another possible ending for the story? How do you think the story should have ended and why.	analyzing	A. Have students formulate questions they would ask a prospective employer.		
		analyzing	B. Have students formulate questions an employer might ask them.		
		analyzing	C. Have students formulate questions in order to analyze a literary work.		
		analyzing	D. Have students formulate questions to guide their research as they prepare for a research project.		
		analyzing	E. Have students formulate questions in preparation for an interview.		
		analyzing	F. Have students analyze news stories to determine which questions were asked by the reporter.		

ACADEMIC COMPETENCIES:

-to answer and ask questions coherently and concisely
-to read critically

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Thinking and Comprehension

GOAL: 12E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 12E3J1.00 To understand the characteristics of effective listening/viewing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 demonstrate effective listening/viewing.	A checklist of effective listening/viewing includes points such as the following: 1) Was I prepared for the experience? 2) Was I alert and attentive? 3) Was I polite and receptive? 4) Did I listen for main points and supporting details? 5) Did I listen for emotional appeals or inconsistencies in logic? 6) Did I listen for unsupported statements? 7) Was I influenced by visual factors? 8) Did I provide feedback, if appropriate, to the speaker?	analyzing, comprehending applying	A. Show the class a videotape in relation to another class activity, but use the activity to note and discuss listening/viewing traits of students. Have students evaluate their own listening/viewing effectiveness. B. After a discussion and student self-evaluation of listening/viewing traits, give a lecture or show taped information and have students work on areas of weakness in listening/viewing.		

ACADEMIC COMPETENCIES:

-to evaluate presentations by others
-to recognize the intentions of a speaker
-to be aware of the techniques a speaker is using

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Thinking and Expression

GOAL: 12E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 12E3J2.00 To understand the role of listening/viewing in deriving information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 listen for the main idea and supporting details.	Remembering explicit information involves concentrating on each detail, visualizing each step, repeating instructions to clarify, asking questions about doubtful points, and taking notes when appropriate.	comprehending	A. Give students instructions for reaching a location from the school. Do not identify the location, but let it be one with which the students are familiar. Have the students draw maps from the instructions and guess the location.		
		comprehending	B. Provide students with copies of local or state maps and give oral directions to a destination. Have students chart the course. Students can practice giving each other directions.		
		comprehending	C. Play tapes of news documentaries and have students identify the main idea.		

ACADEMIC COMPETENCY:

-to identify and comprehend the main and subordinate ideas in lectures and discussions

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Thinking and Expression

GOAL: 12E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 12E3J2.00 To understand the role of listening/viewing in deriving information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.02 recognize patterns of organization in oral material.	Oral material may be organized in several ways: description, narration, cause/ effect, comparison/contrast, definition, list, and sequence. A great deal of practice is necessary for mastery of this skill.	analyzing	A. Have students listen to other students' oral presentations and determine the pattern of organization.		
		analyzing	B. Have students take notes on several oral passages having different patterns of organization.		
		analyzing	C. Have students identify the patterns of organization in different types of television programs.		

ACADEMIC COMPETENCIES:

-to identify and comprehend the main and subordinate ideas in lectures and discussions
-to recognize and take notes on important points

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Thinking and Expression

GOAL: 12E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 12E3J3.00 To understand the role of listening/viewing in processing information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 distinguish fact from opinion.	Propaganda, persuasive advertising, editorial comments, etc., may not rely wholly on fact. The listener must listen for the authority which substantiates the speaker's claims. Propaganda devices include many improper appeals to emotion such as the following: 1) Testimonial: A housewife describes how effective a new detergent is. 2) Bandwagon: An advertisement proclaims "Buy 'Recall,' the fragrance everyone is wearing." 3) Name Calling: A candidate says his opponent is a Communist. 4) Transfer: A sports hero endorses a product. People transfer their feeling for the sports hero to the product. 5) Repetition: "This school is the best because we're number 1!" ACADEMIC COMPETENCIES: -to distinguish between fact and opinion -to question inconsistency in logic	analyzing comprehending analyzing	A. Have students view news documentaries and try to detect which parts are fact and opinion and how the presentation slants the view of the facts. B. Invite a salesman to come to class and share sales techniques with the students, particularly methods of questioning used by salesmen. C. Have students discuss appeals to emotion and distinguish the elements of fact found in each.		

LANGUAGE ARTS- SECONDARY

COURSE: English IV

SUBJECT AREA: Listening and Viewing

GOAL: 12E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 12E3J3.00 To understand the role of listening/viewing in processing information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.02 draw conclusions and make inferences from orally presented material.	The way a person reasons, whether sound or fallacious, affects his/her attitudes and actions. The listener can draw conclusions by asking useful questions about the material and listening for supporting details.	analyzing	A. Play a recording of a portion of a play such as MACBETH. Have students analyze the reasoning a character such as Macbeth uses to justify his actions. Identify fallacies in reasoning.		
		analyzing	B. Have a group of students present a panel discussion of a controversial topic. The listeners will try to decide why each member of the group has taken the position he/she has.		
		analyzing	C. Have students select and read aloud portions of fictional stories or of news articles which describe the actions of a character or of a criminal. Have the listeners determine reasons which are given to explain the actions.		
	ACADEMIC COMPETENCIES: -to draw reasonable conclusions -to distinguish between fact and opinion				

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Thinking and Expression

GOAL: 12E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 12E3J4.00 To understand the role of listening/viewing in expanding vocabulary and appreciating literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 recognize the effect of rhythmic patterns.	Rhythmic patterns underscore the author's meaning or intended impression and enhance communication.	analyzing	A. Read aloud or play selections of a number of poetic selections for purposes of comparison.		
		analyzing	B. Have students compare a contemporary selection to one of an earlier period. Have them explain why the rhythmic patterns are different.		
		demonstrating knowledge	C. After introducing such concepts as internal rhyme or hyphenated rhyme, read aloud or play readings of poetry with these characteristics and have students listen for them.		
		analyzing	D. Play portions of a Shakespearean play and have students identify the rhythmic techniques employed. Have them discuss "What is a Shakespearean actor?"		

ACADEMIC COMPETENCIES:

-to recognize the intention of a speaker
-to be aware of the techniques a speaker is using

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Thinking and Expression

GOAL: 12E300 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication

TERMINAL OBJECTIVE: 12E3K1.00 To understand the elements of effective oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 recognize and demonstrate effective oral communication.	Effective speaking involves nonverbal communication (dress and grooming, eye contact, poise and posture, and gestures and facial expressions); and verbal communication (volume, articulation, pace, pitch, and pauses). These skills have been presented at earlier grade levels. Students should evaluate speakers and peers on knowledge of the subject, evidence of thought and preparation, smoothness and readiness, evidence of organization and planning, quality of voice, delivery, posture, and presence. ACADEMIC COMPETENCIES: -to recognize the intention of a speaker -to be aware of the techniques a speaker is using -to evaluate presentations by others	comprehending analyzing	A. Have students identify characteristics of effective oral communication which they observe in television newscasters or commentators. B. Have students prepare oral reports on books or stories they have read. The students will put themselves in the role of a character and relate their feelings about the events of the story, giving examples and support for any assertions they make or conclusions they draw.		

LANGUAGE ARTS - SECONDARY

COURSE: English IV

SUBJECT AREA: Thinking and Expression

GOAL: 12E300 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication

TERMINAL OBJECTIVE: 12E3K2.00 To understand the dynamics of personal interaction

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 experience various forms of interaction.	Forms of interaction include, but are not limited to, storytelling, discussion, interview, and debate. In these forms of oral communication, the speaker's ability to evaluate and respond to the listeners' reactions is of utmost importance.	applying	A. Allow students to be discussion leaders and require them to prepare for the discussion.		
		synthesizing	B. Hold a class debate on a topic of great interest to the students or on a topic relating to a literary work being read.		
		synthesizing	C. Have students interview friends who have graduated about the problems they encountered upon graduation. Have students share the results of their interviews in a class symposium on the topic "Life After Graduation."		

ACADEMIC COMPETENCIES:

-to engage critically and constructively in the exchange of ideas
-to accept constructive criticism and learn from it
-to engage in discussion as both speaker and listener

Suggestions for Additions to or Revisions of the
Tennessee Language Arts Curriculum

1. Suggestion for: A. addition / / B. revision / / (please check one)

2. Skills/Subject Area: _____

3. Page Number: _____

4. Addition/Revision to: (please check & give number)

Introduction	/ /	
Terminal Objective	/ /	Number: _____
Instructional Objective	/ /	Number: _____
Activity	/ /	Number: _____

5. SUGGESTION: _____

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6. Name of person submitting suggestion: _____

Place of employment: _____

Employed as: _____

Address: _____

_____

Please return this form to: LANGUAGE ARTS CONSULTANT
214 Cordell Hull Building
Nashville, TN 37219